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United Nations System Staff College

Report of the Secretary-General

Summary

The present report has been prepared in compliance with General Assembly resolution 60/214, in which the Assembly decided that the biennial reports on the activities of the United Nations System Staff College should be submitted to the Economic and Social Council rather than to the Assembly.

The report shows the growth of the Staff College over the past two years in terms of outreach of its services, substantive course portfolio and self-sustainability.

With a total staff of less than 40 and in a global financial environment that poses many challenges, the Staff College undertook substantial work in 2011 and 2012. Encouraging results were achieved in all programmatic areas, with beneficiaries reaching almost 20,000 during the period under review.

The efforts of the Staff College during the reporting period reconfirm its firm commitment to serving as a centre of excellence for learning and knowledge management for the United Nations system in its entirety.

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I. Introduction

1. The present report has been prepared in compliance with General Assembly resolution 60/214, in which the Assembly reaffirmed the role of the United Nations System Staff College as an institution for system-wide knowledge management, training and continuous learning for the staff of the United Nations system, in particular in the areas of economic and social development, peace and security and internal management and decided that the biennial reports on the activities of the Staff College should be submitted to the Economic and Social Council rather than to the Assembly. The present report covers the two years that have elapsed since the previous report (E/2011/116).

2. The present report highlights progress made towards the Staff College's optimal goal of becoming a centre of excellence for the United Nations system's internal learning and training, while also providing concrete examples of its efforts to respond to the important invitation, made by the General Assembly in its resolution 60/214, to foster a cohesive management culture across the United Nations system, to strengthen further its engagement in knowledge-sharing and to support the realization of the internationally agreed development goals with the aim of helping to provide solutions to problems in the areas of development, peace and collective security and reinforcing system-wide coherence.

3. Over the years, the Staff College has made steady progress in terms of the number of United Nations staff participating in its programmes, the level and diversification of its overall funding, the thematic focus of its courses and, most importantly, the quality of its services. Since its modest beginnings as a project in 1996, with programmes targeting mainly United Nations staff in the field and with approximately 1,000 participants per year, the Staff College has evolved into a fully fledged provider of professional training for managers at all levels of the United Nations system, reaching over 9,000 beneficiaries in 2012 alone and focusing on substantive areas in support of the goals of the United Nations.

4. Section II of the present report provides an overview of the main learning and training activities undertaken by the Staff College during the period under review. Section III illustrates the Staff College's strategy to increase collaborative efforts within and outside the system, something which has helped it to achieve its goals and to expand its outreach. Section IV provides an overview of the Staff College's main achievements during the period under review in terms of the number of beneficiaries, and its training portfolio, resources and credibility within the United Nations system.

II. Overview of activities

5. Pursuant to General Assembly resolution 62/208, in which the Assembly requested the Secretary-General, through the United Nations System Chief Executives Board for Coordination, to continue and intensify efforts related to inter-agency staff mobility, re-profiling and redeployment of staff, as well as training and skills upgrading, notably at the United Nations System Staff College at Turin, Italy, the Staff College has continued to make every effort to deliver high-quality services at the inter-agency level.

6. Through the use of innovative methodologies in face-to-face and distance learning activities, the Staff College has been able to introduce more coherence and coordination in the many initiatives of the United Nations system, encouraging the multitude of United Nations organizations to operate in a more consistent manner. The inter-agency nature of the Staff College's services not only prevented a repetition of the training offered by individual agencies, funds and programmes, but also complemented and enriched the efforts of such entities.

7. For the purposes of the present report, training and learning activities carried out during the reporting period are presented in terms of the following five main thematic areas: (a) promoting effective leadership in the United Nations system; (b) reinforcing system-wide coherence; (c) advancing development and human rights and gender and cross-cultural training; (d) strengthening knowledge-sharing in the system; and (e) supporting the peace, security and staff safety efforts of the United Nations. All the Staff College activities presented are underpinned by their inter-agency nature and are intended to strengthen collaboration within the United Nations system, as envisaged in the statute of the College (resolution 55/278, annex).

A. Promoting effective leadership in the United Nations system

8. The High-level Panel on United Nations System-wide Coherence, in its report entitled "Delivering as one" (see A/61/583), recommended that: "The United Nations System Staff College should have the capacity to provide executive leadership training to senior United Nations managers. This would enable more effective management of change processes and contribute to a common management culture in the United Nations system."

9. Pursuant to this recommendation, the Staff College continued to place great value on executive leadership training as a basis for increasing the effectiveness, esprit de corps and dynamism of the Organization's staff at all levels. The Staff College is firmly committed to the concept that leadership development plays a key role in support of the United Nations goal of creating a truly global, dynamic and adaptable workforce. Therefore, it has expanded its portfolio of offerings in this area at headquarters, regional locations and the country level.

New leadership initiatives

10. During the period under review, the Staff College developed a new learning initiative for newly appointed and selected senior staff at the Under-Secretary-General and Assistant Secretary-General levels: the United Nations Leadership Exchange. This learning event offers a unique space in which to explore the strategic role of the United Nations and to align and refine collective and individual leadership potential for addressing global themes and issues. A distinctive feature of the Exchange is the presence of mentors, consisting of former high-ranking United Nations staff widely recognized for their outstanding professional track record and qualities. Mentors offered advice and shared their experiences and perspectives regarding issues faced by participants. Participants in the first Exchange, held in Turin, Italy, in November 2012, came from eight different entities across seven duty stations. They highly rated the Exchange, unanimously recommending that it become a mandatory learning event.

11. Leadership development was also offered to junior staff beginning their careers in the United Nations system. In 2012, the young professionals programme was redesigned to ensure that the course remains sustainable, up-to-date and focused. The scope of the Programme was narrowed to facilitate the building of skills, the addressing of practical challenges and the cultivating of a shared sense of purpose in working for the United Nations. A pilot edition of the newly designed course was offered in December 2012 in close collaboration with the Office of Human Resources Management of the Department of Management in New York. Discussions are currently under way with the Office to establish future collaboration on the programme.

12. In line with its objective of supporting the needs of the United Nations system, the Staff College successfully developed and delivered a series of new leadership initiatives for the United Nations Entity for Gender Equality and the Empowerment of Women (UN-Women) tailored to its specific requirements and context. This included the facilitation of a global retreat for UN-Women that brought all the senior leaders of UN-Women together for the first time since its inception. In addition, two leadership development workshops for UN-Women representatives and senior managers were designed and delivered in 2012, with a focus on developing leadership and management skills in the context of the vision and management procedures of UN-Women.

Long-standing leadership offerings

13. The United Nations Leaders Programme, an acclaimed training course that aims to promote effective leadership at the director level, continues to be rated as one of the most effective and creative leadership development programmes ever developed and delivered at the United Nations. The aim of the Programme is to develop strategic leaders who think and act innovatively but work collectively to further advance the mandate of the Organization. During the period under review, the Programme provided top-level leadership training to over 120 directors from across the United Nations system. In 2012, the Programme was, for the first time, offered at the regional level, in Singapore, through a partnership established with the Lee Kwan Yew School of Public Policy of the National University of Singapore. Each edition of the Programme has a different thematic focus, around which senior participants are able to explore, test and acquire the specific leadership skills necessary for working in a United Nations environment. These include ethics and accountability, culture and development, global power shifts and leadership.

14. With a view to further increasing the capacity of top-level United Nations country team officials responsible for addressing development issues and coordinating the work of the various United Nations organizations in developing countries, the Staff College continued to offer its very popular United Nations country team leadership and coordination skills course. Designed for resident coordinators and agency field representatives, the course was attended by more than 180 senior United Nations staff worldwide. On average, each edition of the course included participants from over 10 United Nations entities across more than 20 duty stations. This training remains a mandatory component of the induction programme for newly appointed United Nations resident coordinators and continues to be highly recommended for strengthening the leadership capacity of United Nations country teams. The course addresses such issues as enhancing leadership, negotiation, coordination, management and communication. Particular attention is paid to

helping officials to gain the skills necessary to deal with sensitive cultural and political issues.

15. The Staff College continued to convene two high-level events designed specifically for the most senior management of the Organization, the Secretary-General's fifth senior management retreat, which provided a space for strategic planning and discussions among United Nations senior managers on the global challenges confronting the United Nations, and the "dialogue series", which is designed specifically for Deputy Special Representatives of the Secretary-General and selected headquarters staff. Both events promoted leadership though the sharing of good practices and lessons learned, drawing on experiences from both within and outside the United Nations system, and supported senior officials confronting complex issues.

16. The Staff College also continued to partner with the United Nations Institute for Training and Research in the delivery of the annual seminar for Special Representatives of the Secretary-General, another high-level event that encourages effective leadership through the sharing of experiences and lessons learned and provides a forum for tackling complex problems.

B. Reinforcing system-wide coherence

17. Supporting the efforts of the United Nations to increase the system's coherence and effectiveness is one of the key goals of the Staff College. The Staff College's activities in this area focused predominantly on supporting the harmonization of business practices, strengthening the capacity of United Nations country teams and monitoring and evaluation.

Supporting the harmonization of business practices

18. Responding to the numerous calls from Member States and the United Nations system for greater progress in the harmonization of business practices,[1] and building on the gains made by the Staff College in its support of the United Nations Development Group and the Plan of Action for the Harmonization of Business Practices in the United Nations System developed by the High-level Committee on Management of the United Nations System Chief Executives Board for Coordination (CEB/2008/HLCM/10), the Staff College refocused its training and learning packages during the period under review in order to further support the implementation of those recommendations at the country level. A particular focus was placed on building skills in the areas of change management, building the leadership and capacity of the United Nations country teams, ensuring accountability at all levels and achieving greater operational efficiency so as to deliver better programmatic results and efficiency gains.

19. To this end, an effort to further develop strong leadership at the United Nations country team level was initiated by modifying sessions of the United Nations country team leadership and coordination skills courses in order to integrate updates, latest guidelines, best practices, lessons learned, solutions to business challenges, toolkits and business models on common services and harmonized business practices.

[1] See General Assembly resolutions 59/250 and 63/311.

20. The Staff College also built up the capacity of operations management teams to ensure that programmes and operations are more interlinked by offering operations management skills training courses. Five such courses took place during the period under review, both at the regional level and in Turin. As a result, 226 senior staff from a range of different United Nations entities were trained.

21. With a view to further supporting the harmonization of business practices in a cost-effective manner, training-of-trainers workshops for operations managers were also organized, providing tools and learning methodologies related to the dissemination of advanced business operations and International Public Sector Accounting Standards.

22. A business operations community of practice comprising 282 members was launched to provide a forum for knowledge exchange, to capture good business practices and to analyse success factors and lessons learned among countries.

23. The Staff College, the United Nations Development Group and the High-level Committee on Management also successfully combined efforts to create a platform in support of the United Nations Development Group expert roster, which facilitates internal collaboration and knowledge transfer in support of harmonization and simplification efforts. In support of this initiative, a specific training-of-trainers course was delivered in 2012.

Strengthening the capacity of United Nations country teams

24. In collaboration with the United Nations Development Operations Coordination Office, the Staff College provided learning and facilitation support to United Nations country teams in their efforts to develop the United Nations Development Assistance Framework. Under the guidance package endorsed by the United Nations Development Group, strategic planning is a key step for enhancing strategic thinking and priority-setting by the United Nations country teams, combined with a deeper level of stakeholder engagement. Typically, this support took the form of strategic planning retreats, through which United Nations country teams and their partners were able to review and validate major national development challenges, to discuss the comparative advantages of the United Nations system and to identify the key priorities for United Nations intervention. These retreats also led to the initial development of the United Nations Development Assistance Framework results matrix, with a clear definition of outcome- and output-level interventions that address national priorities. During the period under review, the Staff College organized and delivered 18 such retreats for United Nations country teams worldwide. The retreats were attended by more than 600 participants.

25. The Staff College also provided multifaceted support to United Nations country teams and peace operations so as to enable them to conduct and make use of conflict analysis as a basis for planning and programming processes such as the United Nations Development Assistance Framework, strategic assessment, the integrated strategic framework, post-conflict needs assessment and the peacebuilding priority plan. Conflict analysis, as part of the United Nations Development Assistance Framework preparation phase, assists in the mainstreaming of conflict prevention and the selection of priorities that can have a long-term stabilizing impact and create a common vision for missions and United Nations agencies with regard to peace consolidation.

26. In 2012, the Staff College designed and delivered a new product for advancing United Nations coherence and strengthening the quality of programming at the country level entitled "UN STEP: Skills and Tools for Effective Programming". Through the first two workshops, which received highly positive evaluations, participants received training in United Nations programming tools and their practical application and in innovative ways and approaches to support the planning and implementation of United Nations development strategies and frameworks and improved a number of essential skills required to effectively support the work of United Nations country teams.

Monitoring and evaluation

27. Another key area for increasing the coherence and harmonization of the United Nations system is the monitoring and evaluation of strategic objectives to ensure the relevance and effectiveness of targeted interventions. The Staff College continued to deliver its evaluation and impact assessment courses, designed in collaboration with the ROI Institute, providing United Nations staff with an overview of evaluation practices in the United Nations context and exposing them to the Institute's evaluation methodology. The aim of the course is to equip staff with a strong monitoring and evaluation methodology in order to be able to measure the impact (and overall return on investment) of learning and training programmes in a coherent manner across the system. The College will offer the course online in 2013 so as to expand its outreach.

28. Within this area of activities, the Staff College also organized a series of workshops entitled "Measurement for effective results-based management" at the country level, with a view to enhancing staff competencies in designing, monitoring and evaluating projects and programmes. More than 140 staff received this training during the period under review. The Staff College intends to offer an online edition of this course in 2013.

Other initiatives in support of United Nations coherence

29. In addition to the above-mentioned areas of intervention, the Staff College introduced other learning and training activities aimed at fostering the coherence of the system. For example, it designed and delivered a United Nations unified rule of law training course that aims to enable staff to better apply the system-wide rule of law approach to key substantive areas. A course on how the United Nations could provide systematic policy advice was given in Turin, then tailored to meet the specific context of middle-income countries and offered in Hanoi. The course was designed to address public policy at its various stages, from design and implementation to monitoring and evaluation.

C. Advancing development and human rights, and gender and cross-cultural training

30. During the period under review, the Staff College expanded and reviewed its substantive and thematic offerings aimed at further supporting the United Nations global agenda. To this end, it introduced two new thematic areas of training in the fields of development and human rights, and gender and cross-cultural training.

Development and human rights

31. Understanding that development and human rights are interrelated, interdependent and indivisible, the Staff College supported United Nations staff and their programming counterparts in building individual, institutional and societal capacity for development and human rights. Knowledge management tools and course offerings were developed to assist the system in this important mission.

32. The capacity of United Nations staff to effectively apply a human rights-based approach and results-based management tools to their work was the subject of a number of workshops that were conducted during the period under review and which reached 270 participants. The workshops made use of case studies and exercises drawn directly from United Nations experiences in different countries, thereby helping United Nations programme staff to advance their skills in effectively applying a human rights-based approach and results-based management tools and principles to their daily work, especially in the context of the United Nations common country programming process.

33. Other initiatives were undertaken in the field of environmental sustainability, with two workshops delivered at the country level with a view to providing integrated, coordinated and systematic support on how to apply the United Nations Development Group Guidance Notes on environmental sustainability, disaster risk reduction and climate change.

34. In August 2012, the Staff College launched the first United Nations Summer Academy, an annual event specifically targeting development practitioners and experts. The theme for 2012 was "A new global development partnership". The event provided an executive space for intellectual and practical knowledge-sharing among development practitioners from 26 countries, representing a diverse group of representatives from United Nations agencies, national Governments, civil society and the private sector.

35. Partnering with the United Nations Office for Partnerships, the United Nations Foundation, the Special Unit for South-South Cooperation and the United Nations Development Programme (UNDP)/Bureau of External Relations and Advocacy, a course entitled "Building partnerships for development effectiveness" was also launched in 2012. The course reflected the specific peculiarities of working in the context of a rapidly evolving development cooperation environment and interacting with new, emerging and non-traditional partners. It also reflected on the outcome of the fourth High-level Forum on Aid Effectiveness, held in Busan, Republic of Korea, in 2011.

Gender and cross-cultural training

36. In the area of cross-cultural training and in partnership with the United Nations Population Fund (UNFPA), Joint United Nations Programme on HIV/AIDS (UNAIDS) and UNDP, the Staff College delivered a programme entitled "Strategic learning exchange on faith and development", which brought together representatives from different United Nations entities to reflect on the interaction between faith and development with representatives of faith-based organizations. By sharing actual experiences and lessons learned from partnerships between the United Nations and faith-based communities, the nexus between faith and development were outlined and debated.

37. With a view to fostering gender mainstreaming, a comprehensive agreement was signed by the Staff College and UN-Women. Through this partnership, the staff college has agreed to deliver a series of events and tools catering specifically to the needs of UN-Women. These include UN-Women leadership retreats, customized "Measurements for effective results-based management" workshops and leadership programmes, gender and data analysis workshops, training-of-trainers courses for UN-Women gender experts and a web platform designed to engage expert support. In 2011, the Staff College also facilitated four regional strategic planning workshops for UN-Women, training more than 140 participants.

D. Strengthening knowledge-sharing in the system

38. In an effort to address the need for a better understanding of the concept of knowledge management and knowledge-sharing and to foster a culture of networking across the United Nations system (see E/AC.51/2006/2), the Staff College continued to place great emphasis on developing and offering learning tools that can benefit a large number of staff worldwide so as to effectively contribute to the United Nations reform process.

39. The knowledge management cycle, through which knowledge is generated, codified, shared and applied, lies at the core of the Staff College's operations. In applying this pedagogical underpinning to its offers, a variety of techniques and tools are used, including case study methodology, peer-to-peer exchange, establishing consultative and reference groups for some of the Staff College offerings, in order to integrate the knowledge and experience of experts and United Nations staff into their design and delivery, facilitating knowledge exchange and inter-agency collaboration, particularly through inter-agency networks, establishing communities of practice and advisory services, and disseminating knowledge resources, such as training material and tools.

Knowledge products

40. A number of specific knowledge products were also developed with key partners during the period under review. A European Union-United Nations online course was developed with the Inter-agency Framework for Coordination on Preventive Action. The course, entitled "Strengthening capacities for the sustainable management of land and natural resources in conflict-affected and fragile States", aims to build capacity for identifying the links between natural resource challenges and conflict. The United Nations Children's Fund conflict sensitivity and peacebuilding training pack was also created, becoming part of the Fund's global programme on education and peacebuilding.

41. The Staff College also supported United Nations organizations in creating web-based knowledge and learning tools. The main results in this area included the United Nations Development Group expert roster platform, a platform for UN-Women to identify, screen, manage and deploy external expertise in support of gender issues and the advancement of women, and an e-learning course on capacity development tailor-made for the Latin American and Caribbean region in partnership with UNFPA.

E-learning and distance learning

42. The Staff College's portfolio of regular e-learning courses notably increased, from 2 in 2011 to 10 in 2012. The courses addressed a variety of topics, ranging from management and communication skills to instructional design and conflict analysis for prevention and peacebuilding. During 2012, the Staff College provided various webinars and hosted online discussions on a variety of topics that were free of charge and open to United Nations staff.

43. The Staff College website and learning platform capabilities were improved to facilitate staff access to knowledge through "knowledge repositories". A process is under way to better deploy and manage e-learning and blended learning activities, for example through virtual classrooms and mobile learning.

Knowledge-sharing events

44. The Staff College promotes the effective use of knowledge management in increasing the organizational efficiency of the United Nations system. This is central to boosting innovation, sharing lessons and good practices from across the system and building internal synergies in order to enhance performance as well as the delivery of services and results. Two Staff College events focus specifically on this area: the annual Learning Managers Forum, which enables key players in the United Nations learning and training community to share competencies, good practices and experiences in learning on a system-wide basis, and a customized edition of the course entitled "Think UN, act smart: leveraging experience and good practice", which offers a hands-on and pragmatic approach for staff at global and regional headquarters locations to apply knowledge management tools and techniques in the United Nations context. Both courses have been running successfully for a number of years and continue to receive positive evaluations.

E. Supporting the peace, security and staff safety efforts of the United Nations

45. During the period under review, the Staff College continued to respond to the calls from the United Nations system in the areas of staff safety training, conflict analysis and prevention, and peacebuilding by enhancing its offerings.

46. The Staff College is addressing the increasing demand for safety and security training for United Nations and associated personnel exposed to security risks in their operations in conflict-affected areas, as emphasized by the General Assembly in its resolution 65/132. The College's Safe and Secure Approaches in Field Environments (SSAFE) programme, developed in collaboration with the Department of Safety and Security, consists of core modules on such topics as radio communications, personal security, mine awareness, travel, convoy and vehicle security, the United Nations security management system, cultural awareness, incident management, stress management, hostage survival and basic first aid. The training materials can be customized to meet country-specific security and safety needs. The delivery of training in the field is ensured through a pool of College-certified trainers who have taken part in the College's training-of-trainers workshops. This produces an ideal multiplier effect that maximizes the outreach of the programme, with approximately 6,000 staff receiving College-certified SSAFE training during the period under review.

47. In the area of conflict prevention, the Staff College continued to deliver courses on such key issues as the relationship between natural resources and conflict and understanding how decentralized governance can best be viewed as a governance system for conflict prevention and peacebuilding efforts in volatile and post-conflict contexts.

48. Conflict analysis — a key aspect of conflict prevention and peacebuilding work — provides objective criteria for the setting of priorities and contributes to the evaluation of the impact of preventive and peace consolidation programmes. At the same time, it forms the basis for any peacemaking intervention, since solid conflict assessments help peace mediators to better address the needs and interests of the diverse range of stakeholders involved in a conflict. In this area, the Staff College offers a course entitled "Conflict analysis for prevention and peacebuilding" to strengthen the capacity of United Nations officials in the area of conflict analysis for both preventive and peacebuilding purposes. The course provides practical skills for the use of conflict analysis in contexts of deteriorating human security, armed conflict, political crisis and other threats to peace.

III. Strengthening inter-agency collaboration and partnership efforts

49. The growing number of United Nations entities seeking collaborative ventures with the Staff College, despite training budget cuts as a result of the global financial crisis, is testament to the recognition of the College as a centre of excellence for training and learning and a trusted partner.

50. A number of new collaborations were developed during the reporting period. Key initiatives include the collaboration with the United Nations Office for Partnerships, the United Nations Foundation, the Special Unit for South-South Cooperation and the UNDP Bureau of External Relations and Advocacy on the course entitled "Building partnerships for development effectiveness" and the training-of-trainers course on a human rights-based approach and HIV programming with UNAIDS and the Office of the United Nations High Commissioner for Human Rights. The Staff College also cooperated with the Department of Economic and Social Affairs to undertake an analytical study on the relevance, effectiveness and efficiency of the United Nations Development Assistance Framework process. This study was part of the analytical preparations for the General Assembly's quadrennial comprehensive policy review of operational activities for development of the United Nations system in 2012.

51. New and significant partnerships were forged with institutions in the South. For example, the partnership established with the Lee Kwan Yew School of Public Policy of the National University of Singapore resulted in a memorandum of understanding in which the school and the college agreed to jointly offer a regional edition of the United Nations Leaders Programme in Singapore on the topic "Global power shifts". In addition, a partnership with Koç University in Istanbul, Turkey, was established with a view to designing a new course entitled "The role of the United Nations in middle-income countries". Discussions with the Qatar Foundation were also initiated in 2012. As a result, potential collaborative ventures are expected to be developed in 2013.

52. Furthermore, the relevance of and confidence in the Staff College's offerings was demonstrated by the willingness of former and current senior United Nations staff to be affiliated with and to contribute to its programmes and content development.

53. The renewal of long-standing partnerships also highlights the significance of the Staff College to United Nations organizations. For example, the United Nations Development Operations Coordination Office remains a key partner of the college in its work to support United Nations country teams in implementing reform processes, in particular by supporting resident coordinators and country team members and their staff to plan and deliver more strategic and coordinated country programmes in support of national priorities. Another example is the agreement with the High-level Committee on Management to design and deliver knowledge and skills training and planning workshops aimed at building the capacity of the operations management teams.

54. With a view to remaining relevant and substantively attractive, the Staff College continued to nurture collaboration with world-renowned learning institutions, which enriched its programmes by providing faculty and support in the design and delivery of its courses. This collaboration guaranteed that Staff College courses were relevant to the realities and challenges facing United Nations staff in today's world, while introducing new and innovative thinking combined with academic rigour. In 2012, collaborative ventures were undertaken with such institutions as the Institut européen d'administration des affaires, the Centre for Leadership Studies of the University of Exeter, Harvard University's John F. Kennedy School of Government, the George Washington University, ETH Zurich, the Université Libre de Bruxelles, the University Institute of Lisbon, the University of Manchester, the University of Cambridge, the Nordic Africa Institute, the University of Notre Dame and the Franklin and Marshall College.

55. In addition to traditional donor funding, the Staff College continues to enjoy a fruitful collaboration with local (Turin-based) entities such as the Compagnia di San Paolo Foundation, the Regional Government of Piedmont, the City of Turin and the Italian military. Each of these entities, through financial or in-kind contributions, has significantly assisted in facilitating the work of the Staff College in its course offerings.

IV. Main accomplishments

56. With a total staff of less than 40 and in a global financial environment that poses many challenges, the Staff College undertook substantial work in 2011 and 2012. Encouraging results were achieved in all programmatic areas, with beneficiaries reaching almost 20,000 during the period under review.

57. The Staff College's portfolio of substantive and thematic offerings grew more than twofold since the previous reporting period. In 2010, the College offered 16 different types of learning products, whereas in 2012 it offered 43 types of learning and training events. Its e-learning portfolio also grew, from 90 participants in two e-courses in 2011 to 259 participants in 10 e-courses in 2012.

58. In terms of financial resources, the Staff College continued to pursue a strategy of becoming more self-sufficient and lessening its donor dependency. In 2012,

income generated by its own course fees and contracts accounted for 74 per cent of its total income, representing a 4 per cent increase compared to the previous reporting period, while income from donors (Italy, Germany and Sweden) accounted for 16 per cent, the United Nations system's core contribution 7 per cent and contributions by local foundations 3 per cent.

59. The trust placed in the Staff College's activities by the United Nations system has witnessed unprecedented growth owing to a constant improvement in both the quality of its services and its own internal management structure. The Staff College today is a key ally of inter-agency policymaking bodies such as the United Nations System Chief Executives Board for Coordination, as well as its High-level Committee on Programmes and High-level Committee on Management. The Staff College works to support the inter-agency efforts of such bodies through the implementation of learning and training in key areas of reform.

60. In the light of the current efforts to strengthen United Nations system-wide coherence, to increase the system's effectiveness, to improve staff capacity in key areas and to build effective leadership skills for the United Nations of the twenty-first century, the Staff College is well placed to play an even greater role in inter-agency learning, training and knowledge-sharing.